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ABSTRACT

This seventh grade curriculum unit in Ukrainian as a second language, the first in a series, is designed as an introduction to Ukrainian in Alberta (Canada) secondary schools. An introductory section offers ideas and suggestions for classroom teaching technique, cultural instruction, and teaching method or medium. These recommendations are not prescriptive, but are rather suggestions which could and aid in creating a particular atmosphere" which would be a feature of the Ukrainian class/lesson. While the emphasis is on listening and speaking skills, some reading and writing is incorporated into the exercises. It also outlines the unit's objectives and linguistic content and contains brief notes on the Ukrainian educational system at the nursery, kindergarten, grade and high school levels. Each of six lessons contains lists of objectives and new vocabulary, a brief reading passage in Ukrainian, teacher notes, cultural notes, and exercises for reinforcing content learning. The lessons are followed by a section giving suggestions for further class activities and notes on evaluation. Additional sample exercises and an answer key are appended. (MSE)

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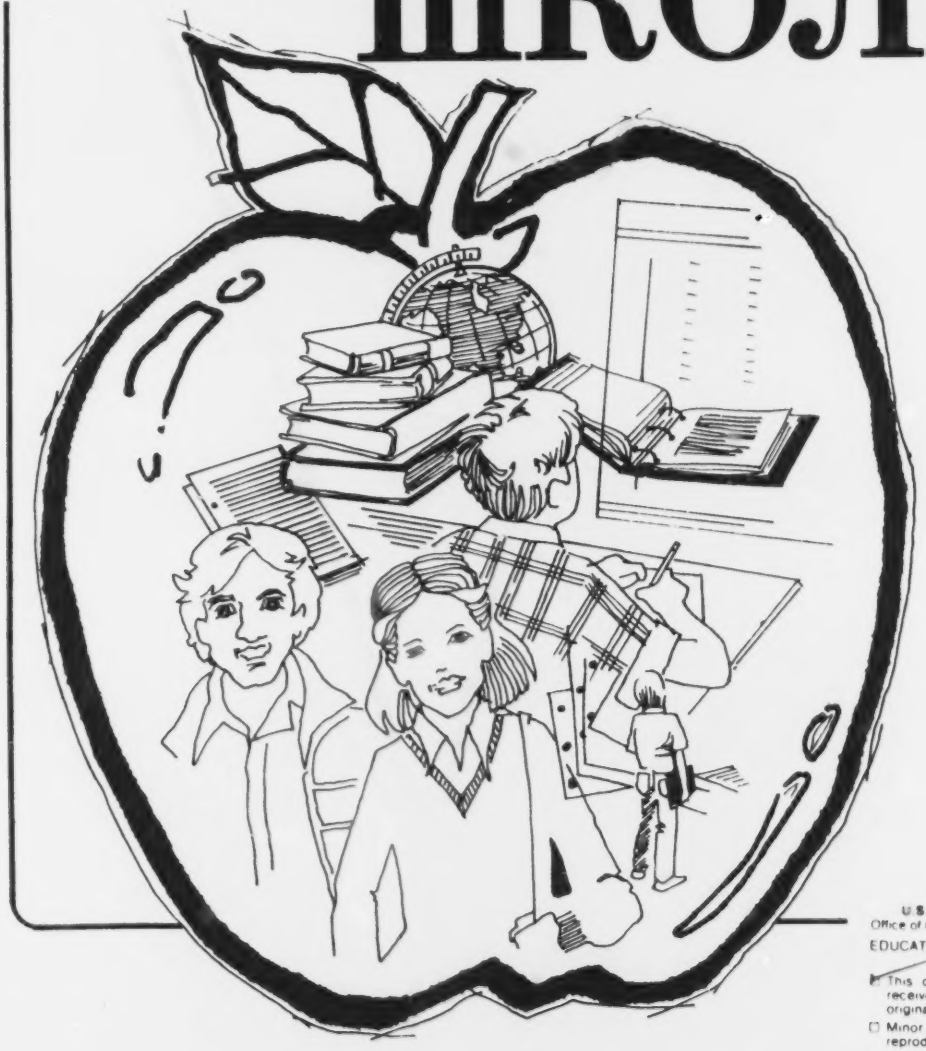

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UKRAINIAN AS A SECOND LANGUAGE
GRADE SEVEN TEACHING UNIT

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"ШКОЛА"

UKRAINIAN AS A SECOND LANGUAGE
GRADE SEVEN TEACHING UNIT

Ihor Kruk
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County of Minburn No. 27

ALBERTA EDUCATION 1982

This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the Program of Studies.

In these instances, the content is printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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---

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INTRODUCTION

It is assumed that before this unit is begun, the students have already been introduced to the Ukrainian alphabet, are capable of reproducing with accuracy all sounds/phonemes, and are capable of recognizing both printed and written letters. Whilst the emphasis is on listening and speaking skills, some reading and writing is incorporated into the exercises, in order to lay the foundation for future work. In the units the use of English shall be minimal. Ideally the students should not have any English exercises written in the scribbler. Any grammar explanations (if at all) by the teacher in English should be kept to a minimum. Generally, an inductive approach is used for the learning of grammar. The material presented in this unit has, subsequent to its original compilation, been piloted and revised following teacher and pupil feedback. The author is indebted to the piloting teachers for their suggestions and comments. At the same time, further feedback in the future is always welcomed.

GENERAL TEACHING RECOMMENDATIONS

These recommendations are not prescriptive, but rather suggestions which could aid in creating a particular "atmosphere" which would be a feature of the Ukrainian class/lesson. Some of the suggestions, whilst seeming elementary have been found to work successfully with classes. As always the teacher has to be the thermometer in the classroom measuring the success of particular strategies and being permanently flexible in order to avoid stagnation both of material and attitude.

1. The teacher minimizes the use of English in the classroom. Wherever feasible instructions to students are to be given in Ukrainian. As most actions can be mimed, if there is some confusion on the part of the pupils the action can be performed by the teacher whilst repeating the particular instruction/command. In this manner, by continual exposure, the students can assimilate some of the suggested vocabulary and structures as given in the Six-Year Ukrainian Program -- Curriculum Guide, Grades 7-12.

2. The teacher uses Ukrainian social conventions whenever interacting with pupils in the class (N.B. not merely classroom), this includes school corridors, playgrounds, out of school activities, etc.

3. The class could be given Ukrainian first names (if the pupil's name cannot easily be Ukrainianized, e.g. David - Давид, Philip - Пилип, Mary - Марія, etc.). This name is then theirs for the Ukrainian class and the teacher and fellow students refer to the student by that name. In this way the vocative form of names/nouns can be recognized and assimilated.

4. The first 3-4 minutes of each lesson are to be taken up with general chit-chat, getting the students used to conversing. The teacher greets the pupils and inquires about their well-being, etc. As time goes by and the students' knowledge increases these can become more complicated, using various tenses, etc. However NO NEW material should be introduced into these conversations.

5. Once the students are able, all answers are to be in full sentences.

6. Other suggestions may be gleaned from reading "Classroom behaviours of the outstanding teacher" by Allen and Vallette in Classroom Techniques: Foreign Languages and English as a Second Language (New York: Harcourt Bruce Jovanovich), pp. 6-7.

NOTE ON TEACHING OF CULTURE

As it is generally accepted that language and culture learning go hand in hand it may be pertinent to make some observations about inclusion of culture in the teaching units. Where possible items of cultural value have been included in this unit. Some items will be self-evident. Often the students themselves can see differences in values. An example is the difference in family relationships where Ukrainian differentiates between male and female -- husband and wife sides of the family, i.e. вуйко vs. стрийко. Other values are not as evident. When this is the case it might be reasonable to offer a short explanation, either in English or preferably Ukrainian, depending on the students' ability to comprehend. In the teaching unit items where cultural values differ or where they are worthy of mention are noted for the guidance of the teacher. It is not intended that "culture" be taught as a topic, but be integrated into the teaching of language. This could be facilitated by allowing it to surface as a "red-herring" which students sometimes remember more readily than formal lesson teaching. It is assumed that teachers are familiar with Canadian culture and values. Therefore, only the "contrasting" or "differing" values are commented upon.

TEACHING STRATEGY

Over the years techniques of language teaching have changed in line with current educational philosophy, pressures from outside the schools and not least the growing experience and expertise of the teaching profession. It might be worthwhile to underline the fact that materials are not necessarily "traditional", "audio-visual" or "direct" (though they may be more suitable for one approach than the other). It is the teacher who determines the method. It is not the material that teaches the students, but the teacher!

The teaching strategy employed is a modification of the audio-visual approach -- it may be termed "oral-active" if so desired. The modification is that no "hardware" is used. It is the teacher who provides the stimulus or model to follow. (The visual aspect is conveyed by the use of flashcards or drawings, either prepared by the teacher or from commercial sources.) It should be stressed that the teacher should not shy away from producing his/her own visuals, as often the zanier or quainter symbols and pictures stick in a student's memory, thus relating a particular visual to a particular structure. Where one visual can suffice for one particular passage or structure the teacher need not necessarily prepare a flashcard, but merely sketch the visual on the blackboard. Alternatively, often the teacher can serve as a visual stimulus by miming or acting out particular phrases or structures whilst at the same time repeating the target phrase or structure. Such acting then more easily lends itself to imitation by students when role-playing is undertaken.

When eliciting responses or using oral reinforcement exercises the teacher should pursue a policy of consistent gradation from the general to the particular. Initial responses can be directed at the class in general. These group responses allow some degree of anonymity. Subsequently the teacher directs questions and stimuli at particular students, but requiring the same response as the general one. After all the students have made the required response, the questioning should be varied, requiring the student to use the same structure, but in settings of his/her own making, be they using his/her own powers of deduction or description/creation. Whenever possible, as many differing responses as possible should be solicited from students. A simple sentence such as: "Студентка має книжку на столі.", can be questioned with the following interrogative words: хто? що? де? чи? as well as each item/word being substituted by another incorrect one, requiring the students to correct the question and give the proper response. The use of choral speech can also bring benefits in such an oral approach.

OBJECTIVES OF UNIT

(page references from Curriculum Guide)

To teach the following concepts (p. 33):

1. Gender - Recognizing that nouns can have different endings;

2. Cases - Nominative singular
   Locative singular with only the ending "i"
   Accusative of inanimate masculine and neuter nouns
   Vocative by assimilation/recognition only;

3. Verbs - Use of 3rd person 1st conjugation present only -- preliminary introduction (p. 33).

LINGUISTIC CONTENT

Що це? | Це + noun? — p. 18 3.1

Чи це + noun? | Так, це + noun. — p. 17 1.3

Де + subject? | Subject + preposition + noun in locative case. — p. 21 1.2

Хто це? | Це + noun. — p. 17 1.1

Що + subject + мати? | Subject + verb + object. — p. 19 1.4

Чи + subject + мати + object?

Так, + subject + мати + object. — p. 23 1.1

By assimilation:

Vocative of proper noun!	p. 18 4.1

- see note in general teaching recommendations

SUGGESTED LESSON BREAKDOWN (based on 1 lesson = 40 minutes)

Lesson:	1 Passage #1	9 Passage #5	
	2 Quick review then exercises	10 Passage #6	
	3 Passage #2	11 Passage #6 Accusative + 3rd person of verb	
	4 Passage #3	12 Personal pronouns + other persons of verb	
	5 " "		
	6 Negation	13	Activities
	7 Passage #4	14	
	8 " " + ridiculous questions	15	Evaluation
		16	

CULTURAL NOTES

This unit has a school as its theme and by implication schooling in general. Therefore, it might be interesting to contrast public schooling in Canada with public schooling in Ukraine. As previously mentioned it is assumed that teachers are familiar with Canadian reality, thus only contemporary values in Ukraine are commented upon.

LEVELS OF EDUCATION IN UKRAINE

Nursery - Діточі ясла

If a mother has no one at home to look after her small child while she works, she will enroll the child in a nursery, which is for children from six months to three years old. Whilst the service is not free, it is very inexpensive.

Kindergarten - Садочок

It is here that some real effort at education begins. Children learn letters, numbers and even simple "combinations". The fee varies according to income. The children usually stay all day until a parent can pick them up after work.

Grade and High School - Восьмилітка і десятилітка

Schooling begins at age seven and it is free. Parents, however, are expected to buy books, supplies and uniforms. Attendance is compulsory for eight years (or until the end of the school year in which the child reaches sixteen) and may be continued for two more years. Students usually attend the same school building for the mandatory eight years -- початкова й неповна середня школа; those that continue for two more years, повна середня школа, also remain in the same school building. Some schools in the country go only to the eighth year level and continuing students must transfer elsewhere.

The major difference between the primary school -- початкова школа -- and the upper grades is that the primary grades have the same teacher all day (except for physical education, music and foreign languages when possible, or necessary), whilst the upper grades have subject specialists. The upper grades also have longer hours.

At the end of eight grades the pupil -- учень, школяр -- has several choices. He can quit altogether and find work while continuing

his secondary education in a night or correspondence school if he wishes. He can go straight into a vocational school, sometimes obtaining his high school diploma -- атестат зрілости -- there. Or, especially if he has done well, he can continue for two more years his essentially academic education in the повна середня школа. This is the most likely and most direct route to a higher education in a ВУЗ -- Вищий учбовий заклад.

PASSAGE #1

OBJECTIVES:

- Що це?
- Це + noun.
- Чи це + noun?
- Так, це + noun.

NEW VOCABULARY:

буди́нок	ха́та
гара́ж	це
дім	це́рква
мі́сто	чи?
так	шко́ла
тут	що?

ADDITIONAL VOCABULARY:

крамни́ця

SAMPLE VISUAL:

TEXT

Що це? Це місто.
Тут будинок, тут будинок, тут будинок, тут будинок і тут будинок.
Це хата, це дім, це ґараж, це церква, а це школа.
Це місто? Так, це місто.
Чи це школа? Так, це школа.

Питання вчителя/ьки	Відповіді учнів
Що це?	Це місто.
Це місто?	Так, це місто.
Що тут?	Тут будинок.
Тут будинок?	Так, тут будинок.
Що це?	Це хата.
" "	Це дім.
" "	Це ґараж.
" "	Це церква.
" "	Це школа.
Це хата?	Так, це хата.
Це дім?	Так, це дім.
Це ґараж?	Так, це ґараж.
Це церква?	Так, це церква.
Це школа?	Так, це школа.
Чи це школа?	Так, це школа.
Чи це церква?	Так, це церква.
Чи це ґараж?	Так, це ґараж.
Чи це дім?	Так, це дім.
Чи це хата?	Так, це хата.

TEACHING NOTES

Read the passage and describe the visual, pointing to the various objects. This is done more slowly than normal reading speed, however, beware of going too slowly. Repeat the passage in sections as marked.

1. Textual spacing (pausing) is reflected by each separate line in the text. After each section question the pupils. Sample questions are given opposite. Work to the scheme noted under teaching strategy, moving from general through particular to personal.

2. Alongside "New Vocabulary" -- words recommended in the Curriculum Guide for this grade level, is "Additional Vocabulary" -- words which the teacher might wish to include in the lesson.

3. Ukrainian commonly avoids "є" in the present tense in simple sentences comprised of *subject + verb to be*. However, if a teacher requires, it may be introduced to stress the presence, as opposed to the absence, of something.

CULTURAL NOTES

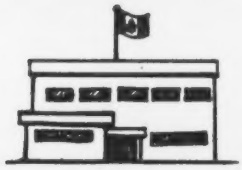
Дім and хата are not synonymous. Дім is a substantial building, an edifice. In European countries such a building usually houses apartment units. Traditionally дім is a feature of urban areas. Хата is usually a smaller single family dwelling of the cottage type. Traditionally it is a feature of rural areas.

REINFORCEMENT EXERCISES

I.

1. Що це?
   Це _ _ _ _ _ _. or _____.

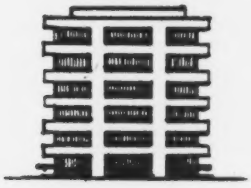
2. Що це?
   Це _ _ _ _ _. or _____.



3. Що це?
   Це _ _ _ _ _ _. or _____.

4. Що це?
   Це _ _ _ _ _ _ _. or _____.

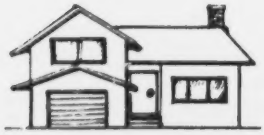
5. Що це?
   Це _ _ _ _ _ _. or _____.



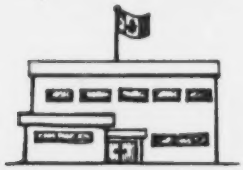
6. Що це?
   Це _ _ _. or _____.

II. Alternatively some letters may be given:

1. Це м _ _ то.



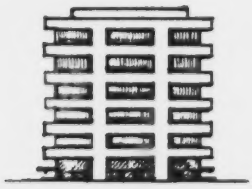
2. Це х _ _ а.



3. Це _ ко _ _.

4. Це ц _ _ _ _ _.

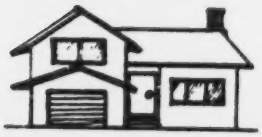
5. Це _ _ р _ _.



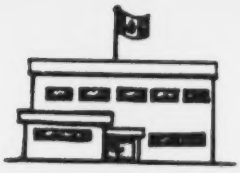
6. Це _ і _.

III. Що це?

1. __ __ місто.
   ____ місто.



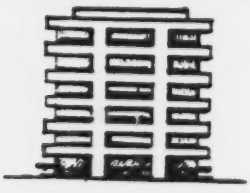
2. __ __ хата.
   ____ хата.



3. __ __ школа.
   ____ школа.

4. __ __ церква.
   ____ церква.

5. __ __ ґараж.
   ____ ґараж.



6. __ __ дім.
   ____ дім.

TEACHING NOTES

Exercises are not prescriptive, being merely examples of the type of exercise which the individual teacher could use. Exercise can be altered to stress particular letters, or can be built up gradually using the same words, but each time leaving out one more letter. This allows for mixed abilities:

Ще x __ та
Ще x __ __ а
Ще x __ __ __
Ще __ __ __ __

It might be easier to initially provide spaces for actual letters, then providing a blank once the pupils have become more advanced or capable.

A variation of the picture stimuli can be provided by using a picture of a town or a street scene with pointers or arrows indicating the target word or object.

Some sources of visuals or flashcards might be found in other subject departments in your school. A series designed for teaching English as a Second Language has as part of its materials 250 cards of pictures in colour. Some French language courses also have similar cards as a part of their instructional material package.

PASSAGE #2

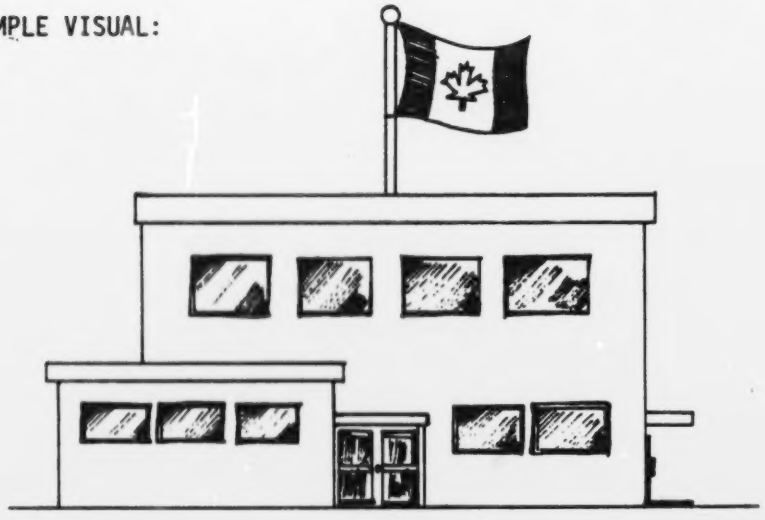
OBJECTIVES:

Де + noun?	Noun + тут.
Де + noun?	Noun + там.

NEW VOCABULARY:

вікно́
две́рі
де?
ось
тут
там

SAMPLE VISUAL:



TEXT

Ось школа.
Де школа? Школа тут.
Що це "школа"? Школа. це будинок.
Тут двері, а тут вікно, і тут вікно, і тут вікно й тут вікно.

Питання вчителя/ьки	Відповіді учнів
Що це?	Це школа/будинок.
Де школа?	Школа тут.
Це будинок?	Так, це будинок. Це школа.
Що тут?	Тут двері.
" "	Тут вікно.
Де двері?	Двері тут.
Де вікно?	Вікно тут.

TEACHING NOTES

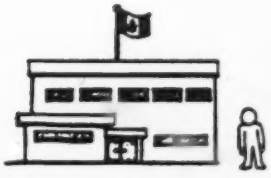
Presentation performed in similar way to Passage #1. Reinforcement of vocabulary can be made by referring to the same items in the classroom, i.e. door and window.

REINFORCEMENT EXERCISES

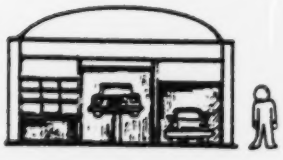
I.

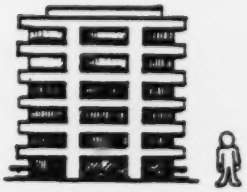
Де ? 1. Місто __ __ __.

Де ? 2. Хата __ __ __.

Де  ? 3. Школа __ __ __.

Де ? 4. Церква __ __ __.

Де  ? 5. Ґараж __ __ __.

Де  ? 6. Дім __ __ __.

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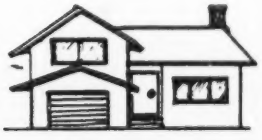
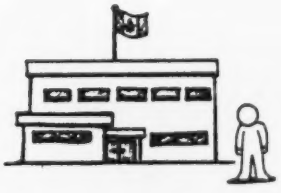
II.

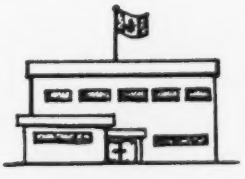
Де ? 1. Місто _ _ _.

Де ? 2. Місто _ _ _.

Де ? 3. Хата _ _ _.

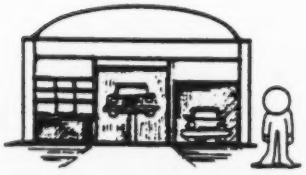
Де  ? 4. Хата _ _ _.

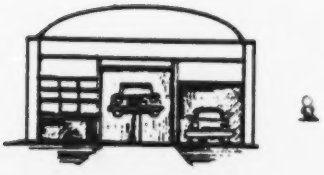
Де  ? 5. Школа _ _ _.

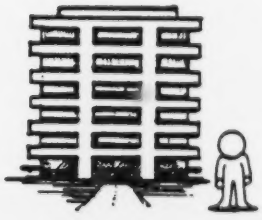
Де  ? 6. Школа _ _ _.

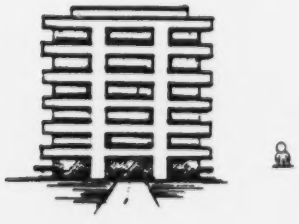
Де ? 7. Церква _ _ _.

Де ? 8. Церква _ _ _.

Де  ? 9. Ґараж _ _ _.

Де  ? 10. Ґараж _ _ _.

Де  ? 11. Дім _ _ _.

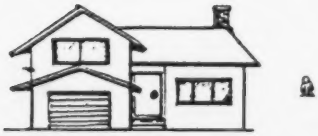
Де  ? 12. Дім _ _ _.

III.

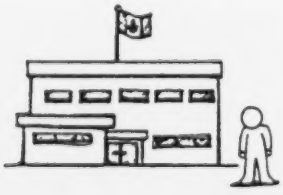
1. Місто тут?
   Так, місто _ _ _.

2. Місто тут?
   Ні, місто _ _ _.

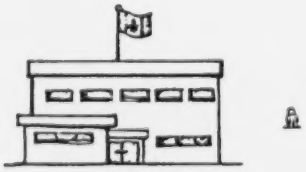
3. Хата тут?
   Так, хата _ _ _.



4. Хата тут?
   Ні, хата _ _ _.



5. Школа тут?
   Так, школа _ _ _.

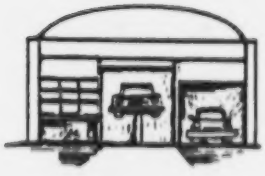


6. Школа тут?
   Ні, школа _ _ _.

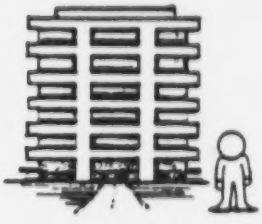
7. Церква тут?
Так, церква _ _ _.

8. Церква тут?
Ні, церква _ _ _.

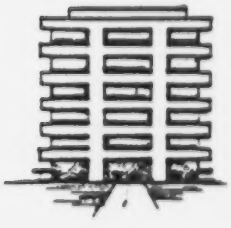
9. Ґараж тут?
Так, ґараж _ _ _.



10. Ґараж тут?
Ні, ґараж _ _ _.



11. Дім тут?
Так, дім _ _ _.



12. Дім тут?
Ні, дім _ _ _.

An alternative exercise to Reinforcement Exercise I could be:

Де місто? 1. Місто _ _ _.

Де хата? 2. Хата _ _ _.

і т. д.

N.B. Picture stimulus as for Reinforcement Exercise I.

An alternative exercise to Reinforcement Exercises II and III could be made using the following materials:

QUESTIONS:
а) Де місто?
б) Місто тут?

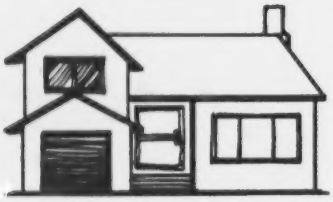
ANSWERS: Could be oral or written
а) Місто тут.
Місто там.
б) Так, місто тут.
Ні, місто там.

і т. д.

* Answers will depend on stimulus.

Also, at this point students could make up their own dialogues based on picture stimuli. An example follows:

- Це хата?
- Так, хата.
- Де хата?
- Хата тут.



TEACHING NOTES

Prior to this exercise the teacher should introduce the concept of distance as relating to location, i.e. "here" vs. "there". This can be done immediately after the idea of "here" has been mastered. Once all the pupils can say "... тут", then the teacher can repeat a particular sentence, e.g. "Хата тут", and juxtapose it with something further away, e.g. "а школа там". The teacher repeats then "Хата тут" possibly relating close distance to oneself by use of mime or hand actions, and "Школа там". After this a simple question and answer technique can be used to elicit responses:

Де + noun?	Noun + там.
Noun + там?	Так, + noun + там.

As the item exercised is "тут" vs. "там", it is not necessary to introduce "ні" to the students. As they have already become familiar with "так", deduction should allow them to understand "ні". However, this point can be reinforced after this exercise has been done by blanking "так" and "ні" and introducing this as additional practice material. (N.B. The negative will be introduced in Passage #3.)

PASSAGE #3

OBJECTIVES: Де + subject?

Subject + preposition + noun in locative case.

NEW VOCABULARY:

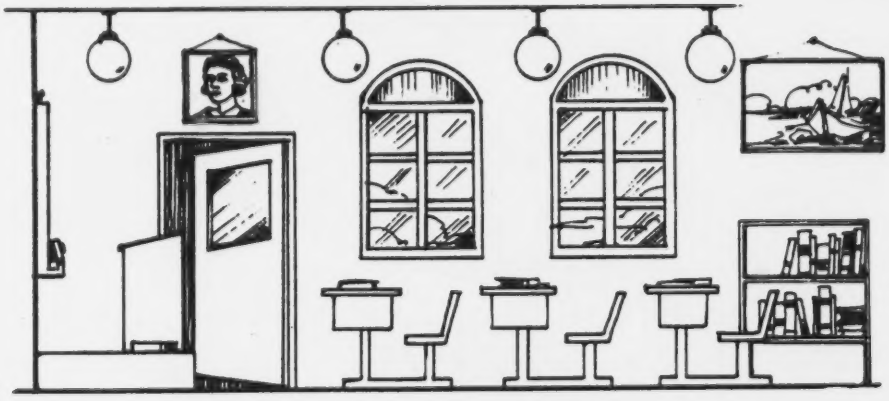
- карти́на
- кімна́та
- кля́са
- на
- підло́га
- портре́т
- сте́ля
- стіна́
- та́блиця
- тако́ж
- у/в

ADDITIONAL VOCABULARY:

- па́рта
- стіл
- ша́фа

SAMPLE VISUAL:

Inside the classroom.



TEXT

Що це? Це шко́ла.
Що в шко́лі? Кімна́та в шко́лі -- це кля́са.
Що в кля́сі? В кля́сі две́рі й вікно́.
Тако́ж тут стіна́, сте́ля й підло́га.
Що в стіні́? В стіні́ две́рі й вікно́.
А що на стіні́? На стіні́ та́блиця.
Що тако́ж на стіні́? На стіні́ тако́ж карти́на й портре́т.

Питання вчителя/ьки	Відповіді учнів
Що це?	Це школа.
Де школа?	Школа тут.
Що це?	Це кімната.
" "	Це кляса.
Де кляса?	Кляса в школі.
Що в школі?	У школі кляса.
Що в клясі?	У клясі двері.
" "	У клясі вікно.
" "	У клясі стіна.
" "	У клясі стеля.
" "	У клясі підлога.
Де двері?	Двері в клясі.
Де вікно?	Вікно в клясі.
Де стіна?	Стіна в клясі.

TEACHING NOTES

Presentation procedure as previously discussed.

Review questions.

New material.

Review.

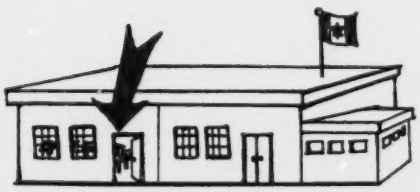
Питання вчителя/ьки	Відповіді учнів
Де стеля?	Стеля в клясі.
Де підлога?	Підлога в клясі.
Що це?	Це стіна.
Що в стіні?	У стіні вікно й двері.
Де вікно?	Вікно в стіні.
Де двері?	Двері в стіні.
Що це?	Це стіна.
Де стіна?	Стіна тут/в клясі.
Що на стіні?	На стіні таблиця.
" " "	На стіні картина.
" " "	На стіні портрет.
Де таблиця?	Таблиця на стіні.
Де картина?	Картина на стіні.
Де портрет?	Портрет на стіні.

REINFORCEMENT EXERCISES

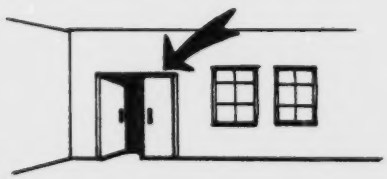
I.

1. Де школа?
   Школа __ місті.

2. Де церква?
   Церква __ місті.



3. Де кляса?
   Кляса __ школі.



4. Де двері?
   Двері __ стіні.

5. Де вікно?
   Вікно __ стіні.

і т. д.

II.

1. Де школа?
Школа в міст__.

2. Де церква?
Церква в міст__.

3. Де кляса?
Кляса в школ__.

4. Де двері?
Двері в стін__.

5. Де вікно?
Вікно в стін__.

і т. д.

TEACHING NOTES

NEW MATERIAL

TEACHING NOTES

For variations the preposition could also be omitted in addition to the ending of the noun.

Example: Де школа? Школа __ міст __ .

Variations on the exercises can be provided by making additional blanks.

Example: Де вікно? _____ в стіні.

Де вікно? Вікно в _____.

In order to allow further variation of answers it might be suitable at this point to introduce negation as a "mini-section". This could serve as a bridging unit for review of material also. The learned vocabulary and structures could be reviewed and then put into negative forms by the pupils. This could be done both orally and in writing if desired.

The presentation, questions and sample responses could be graduated thus:

1. Чи це + noun^1? Ні, це + noun^2.
2. " " " Ні, це не + noun^1, це + noun^2.
3. " " " Ні, це не + noun^1, а + noun^2.

See appendix for sample exercise on negatives.

PASSAGE #4

OBJECTIVES: as Passage #3

NEW VOCABULARY:

- ґу́мка
- дзвінóк
- зóшит
- кни́жка
- кре́йда
- кри́сло
- лінґ́йка
- олівéць
- папґ́р
- перó
- свґ́тло

ADDITIONAL VOCABULARY:

- ґу́ма
- дома́шня робóта
- ка́рта
- підру́чник
- ради́рка
- словни́к
- чи́танка

SAMPLE VISUAL: as Passage #3

TEACHING NOTES

Teacher should ensure that all necessary supplies have been collected beforehand, i.e. eraser, bell, exercise-book, book, chalk, ruler, pencil, paper and pen. It is assumed the classroom is equipped with a chair and a light.

TEXT

Що це? Це кляса.
Що тут? Тут стіна, двері, вікно, стеля й підлога.
Що це? Це стеля.
Що на стелі? Світло на стелі.
Що тут? Тут підлога.
Що тут? Тут крісло й стіл.
Крісло й стіл на підлозі.
На столі книжка, зошит, папір, олівець, перо, крейда, ґумка, лінійка й дзвінок.

Питання вчителя/ьки	Відповіді учнів
Що це?	Це кляса.
Що тут?	Тут стіна.
" "	Тут двері.
" "	Тут вікно. і т. д.
Тут + noun[1]?	Так, тут + noun[1].
" "	Ні, тут + noun[2].
Чи тут + noun[1]?	Так, тут + noun[1].
" " "	Ні, тут + noun[2].
Що в клясі?	У клясі стіна.
" " "	У клясі двері. і т. д.
Де стіна?	Стіна в клясі.
Де стеля? і т. д.	Стеля в клясі. і т. д.
Де підлога?	Підлога тут.
" "	Підлога в клясі.
Що на підлозі?	На підлозі крісло.
" " "	На підлозі стіл.
Де стіл?	Стіл на підлозі.
Де крісло?	Крісло на підлозі.
Що на кріслі?	На кріслі книжка.
" " "	На кріслі зошит.
" " "	На кріслі папір.

Що на кріслі?	На кріслі олівець.
" " "	На кріслі перо.
" " "	На кріслі крейда.
" " "	На кріслі ґумка.
" " "	На кріслі лінійка.
" " "	На кріслі дзвінок.
Де книжка?	Книжка на кріслі.
Де зошит? і т. д.	Зошит на кріслі. і т. д.
Чи книжка на кріслі?	Так, книжка на кріслі.
Чи зошит на кріслі? і т. д.	Так, зошит на кріслі. і т. д.
Чи книжка на стіні? і т. д.	Ні, книжка не на стіні, книжка на кріслі, і т. д.
Чи книжка на стелі? і т. д.	Ні, книжка не на стелі, ... і т. д.
Чи книжка на світлі? і т. д.	Ні, книжка не на світлі, ... і т.д.
Чи книжка на вікні? і т. д.	Ні, книжка не на вікні, ... і т. д.

TEACHING NOTES

Development of the use of the locative case can lead to the teacher asking "ridiculous" questions about where something is situated. Into this exercise should also be incorporated the phrases: на зошиті; на пері; на крейді; на таблиці.

It might prove useful to introduce as a "total package" the "irregular" locatives which undergo a stem change: на книжці; на ґумці; на лінійці; на папері. The introduction would be done in the previously used manner.

REINFORCEMENT EXERCISES

I.

1.	Де таблиця?	Таблиця _____ стіні.
2.	Де портрет?	Портрет _____ стіні.
3.	Де світло?	Світло _____ стелі.
4.	Де книжка?	Книжка _____ столі.
5.	Де перо? і т. д.	Перо _____ столі/папері.

II. As Reinforcement Exercise II, Passage #3 and Питання/Відповіді Exercises, Passage #4, but using "irregular" locatives with change in stem.

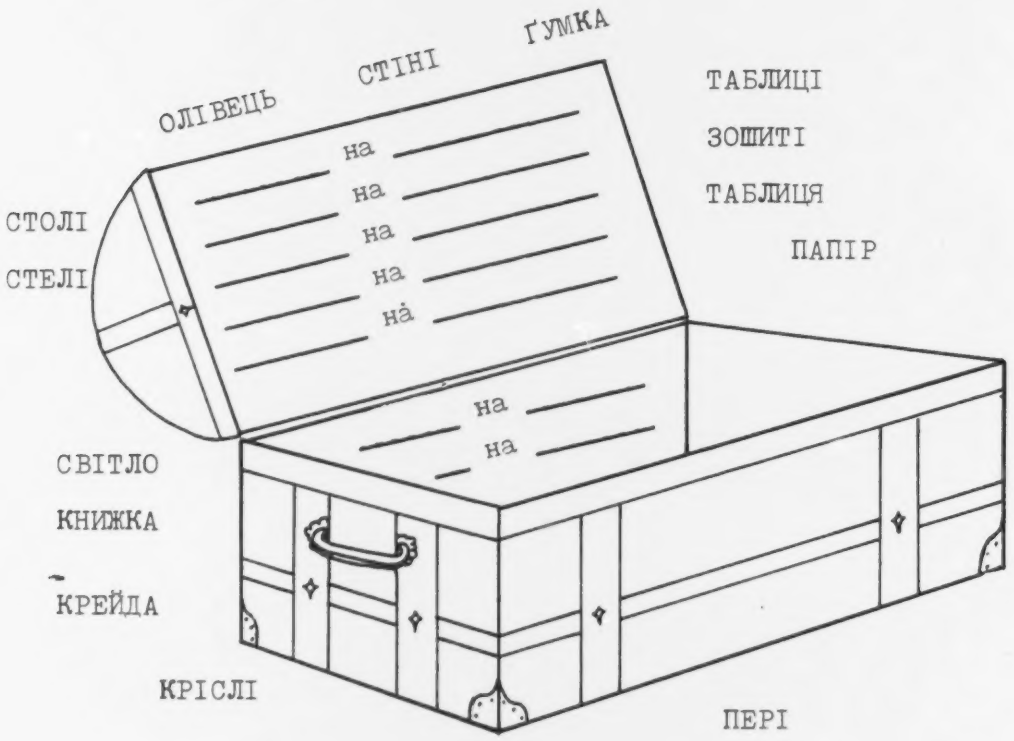
Де перо? і т. д.

1. Перо на книж _____.
2. " " гум _____.
3. " " ліній _____.
4. " " олів _____.
5. " " пап _____.

III. Matching exercises might also be used. Samples follow.

SAMPLE MATCHING EXERCISES

I. Put everything away where it belongs.



II. Match the items logically.

НА КРІСЛІ

ГУМКА

НА СТОЛІ

НА ПАРТІ

ОЛІВЕЦЬ

СВІТЛО

ПАПІР

НА ПЕРІ

НА СТЕЛІ

КРЕЙДА

ДЗВІНОК

КНИЖКА

НА ЗОШИТІ

НА ТАБЛИЦІ

НА СТІНІ

ТАБЛИЦЯ

і т. п.

PASSAGE #5

OBJECTIVES: | Хто це? | | Це + noun. |

NEW VOCABULARY:

дівчина
жінка
люди
людина
хлопець
хто?
чоловік

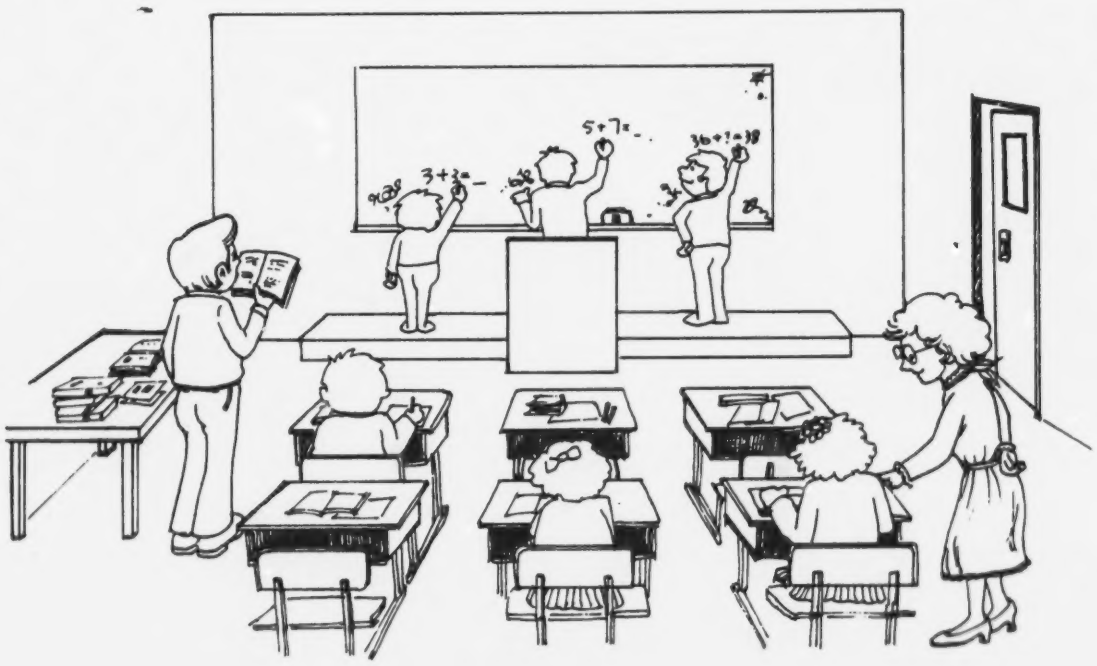
ADDITIONAL VOCABULARY:

учениця
учень

SAMPLE VISUAL:

a) classroom itself with people drawn on blackboard.

b) the visual below:



BEST COPY AVAILABLE

TEXT

Тут кляса.
Що в клясі? В клясі стіна, двері, вікно, стеля, світло, підлога, стіл, крісло, книжка, зошит, папір, олівець, перо, крейда, ґумка, лінійка й дзвінок.
У клясі також люди.
Хто це? Це люди, а це людина.
Тут дівчина, а тут хлопець.
Тут чоловік, а тут жінка.

Review previous words/phrases/structures in usual comprehensive manner.

Повторення пройденого матеріялу:

Питання вчителя/ьки	Відповіді учнів
Хто в клясі також?	У клясі також люди.
Де люди?	Люди в клясі.
Хто це?	Це люди.
" "	Це людина.
" "	Це дівчина.
" "	Це хлопець.
" "	Це чоловік.
" "	Це жінка.
Де люди?	...тут/там/, в клясі/, в школі
Де людина?	" "
Де дівчина?	" "
Де хлопець?	" "
Де чоловік?	" "
Де жінка?	" "
Чи люди в церкві?	Ні, люди не в церкві, і т. п., люди в школі.
Чи люди в хаті?	" "
Чи люди в ґаражі? і т. п.	" "

REINFORCEMENT EXERCISES

I.

1. Хто це? Це _____.

2. Хто це? Це _____.

3. Хто це? Це _____.

4. Хто це? Це _____.

5. Хто це? Це _____.

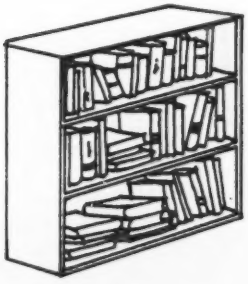
6. Хто це? Це _____.

II. Ask questions about the pictures and have students answer them.

Model:

Що це? Це перо.

Хто це? Це дівчина.

1. 

2.

3.

4.

5.

III. Which question Хто це? or Що це? do the underlined words answer?

Model: Це чоловік. Хто це?

Це крісло. Що це?

1. Це крісло.
2. Це люди.
3. Це парта.
4. Це чоловік.
5. Це дівчина.
6. Це кляса.
7. Це людина.
8. Це перо.
9. Це жінка.
10. Це папір.

і т. п.

TEACHING NOTES

1. Reinforcement exercises can be practiced orally, the teacher providing a visual stimulus.

2. The exercises can be reversed to reinforce learning of хто/що difference by asking students to make up questions to the answers/statements.

Example: /стіл/ ___ це? or ___ ___ ? /Що?/ or /Що це?/

/жінка/ __ це? or ___ ___ ? /Хто?/ or /Хто це?/

PASSAGE #6

OBJECTIVES:

Що + subject + мати?

Subject + verb + object.

Чи + subject + мати + object?

Так, + subject + мати + object.

NEW VOCABULARY:

- він
- зно́ву
- ма́є
- при
- студе́нт
- студе́нтка
- учи́тель
- учи́телька

ADDITIONAL VOCABULARY:

знов

SAMPLE VISUAL: as Passage #5

TEACHING NOTES

Teacher picks up and shows/emphasizes the articles. All pupils in class are questioned to elicit repetition of: "Учитель має на столі зошит".

Alternate questions: "Учитель має на столі зошит?" Questions using voice emphasis are suitable for weaker pupils and as a preliminary introduction.

Question: "Що вчитель має на столі?"

Expansion: "Чи вчитель має на столі зошит?"

Ridiculous question: "Чи вчитель має на столі авто?" і т. п.

In a similar way work through: "Учитель має на столі папір."
"Учитель має на столі перо."

After correct repetition of the target structure the teacher can develop personal questioning of pupils: "Що Петро/Іван/Марійка/Ляля має на столі?" This could refer to actual objects which pupils have on their desks, or "set-up" by the teacher, who places particular objects on the desk -- pencil, paper, etc., thus requiring practice of a particular form.

TEXT

Тут знову кляса.
У клясі люди. Це хлопець, а це дівчина -- це студент і студентка.
Тут чоловік, а тут жінка. Це вчитель і вчителька.
Де вчитель? Учитель при столі.
Де вчителька? Учителька при стіні.
Що на столі? На столі зошит, папір і перо.
Що вчитель має на столі? Він має на столі зошит, папір і перо.

Питання вчителя/ьки	Відповіді учнів
Що тут знову?	Кляса.
Що тут?	Тут знову кляса.
Хто в клясі?	Люди в клясі.
Хто це?	Це хлопець.
" "	Це дівчина.
Хто хлопець?	Хлопець студент.
Хто дівчина?	Дівчина студентка.
Хто тут?	Тут чоловік.
А хто тут?	Тут жінка.
Хто чоловік?	Чоловік учитель.
Хто жінка?	Жінка учителька.
Де вчитель?	Учитель при столі.
Де вчителька?	Учителька при стіні.
Хто при столі?	Учитель.
Хто при стіні?	Учителька. і т. п.
Що на столі?	На столі зошит.
" " "	На столі папір. і т. д.
Що вчитель має на столі?	Учитель має на столі зошит.
" " " " "	Учитель має на столі папір.
" " " " "	Учитель має на столі перо.
Учитель має на столі зошит?	Так, учитель має на столі зошит.
Учитель має на столі перо?	Так, учитель має на столі перо.

Учитель має на столі перо? Так, учитель має на столі перо.

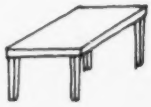
і т. д.

REINFORCEMENT EXERCISES

I. Учителька має _____.

Учитель має _____.

Студент має _____.

Студентка має _____. 

Людина має _____.

Дівчина має _____.

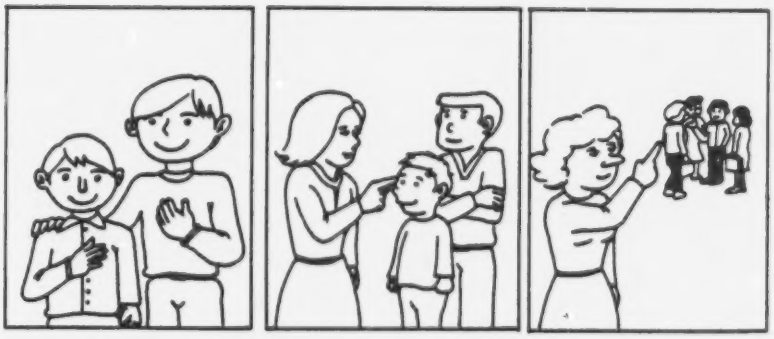
II. Що учителька має? /папір/ _____. /Учителька має папір./

і т. п.

TEACHING NOTES

Prior to introduction of the other persons of the verb, personal pronouns should be introduced. The visual below suggests various ways of introducing this point.

Хто це? Це я. Хто це? Це ти. Хто то? То він.



Хто тут? Це ми. Хто це? Це ви. Хто то? То вони.

The teacher would then introduce the forms of the verb:

я маю	ми маємо
ти маєш	ви маєте
він має	вони мають

Oral practice would take place, then perhaps written in the manner of the reinforcement exercise on the previous page.

SUGGESTIONS FOR FURTHER ACTIVITIES

1. REVIEW EXERCISES

Remembering that this unit is intended to follow the initial introduction of the alphabet, it would be wise to fill up any spare moments with review of letter writing and recognition. A sample exercise is included in the appendix.

2. CONVERSATION EXERCISES

Speaking can be made more meaningful to pupils if we relate it to themselves. Therefore, personal questions are valuable:

Що ти маєш на столі?
Що вона має на столі?
Що Петро має на столі?
Де вчителька? і т. п.

Continuing the personal level of conversation, pupils can indulge in role-playing activities, mini-exchanges and mini-conversations.

3. GAMES

- Learning a language is a 'fun thing to do', and language games can have a vital role to play in the classroom.

For word and letter development some form of Scrabble can be invented. ("Мішанка" exists as the Ukrainian version of Scrabble.)

Questioning games can be played where the incorrect answers sit in the desks, those correct stay sitting on top of the desks. The last one sitting on top of the desk is the winner.

A minimal prize might be offered, ideally dealing with the target language, a piece of media would be ideal -- magazine, comic-book, etc. As this unit deals with location the game of "adding a bit" can lead to hilarious piles of objects being amassed, either

physically or abstractly. In doing this the pupils practice the target construction. Visual stimuli can be used for both oral and written exploitation. See the appendix for samples.

In addition, an excellent source of ideas for games is: L. Wolansky-Hornjatkevyc, H. Radisek, and M. Yanushak, Games for Ukrainian Language Classes. (Edmonton: Faculty of Education, University of Alberta and Edmonton Public School Board, 1980). At first glance some of the games which could be utilized in this unit can be found under the following numbers: 1, 2, 3, 5, 6, 7, 56, 58, 68, 69, 74, 77, 87, 103, 104, 108, 109, 110, 113, 116, 118, 119, 120, 121, 140, 145, 149.

Another source of ideas for games is A. Wrignt, M. Buckley, and D. Betteridge, Games for Language Learning. (Cambridge: Cambridge University Press, 1979).

Please remember, that even when games are being played, teacher preparation is required. It is useful to make an exact list of all vocabulary and structures required to play the game (i.e. the minimum), then add possible variations which can be used to develop fluency further.

4. PATTERN DRILLS

These may be used both orally and in writing. As may have been noted by the teacher, the questions and reinforcement exercises are basically variations of pattern drills. It may be worthwhile to remember that pattern drills can involve the following elements: repetition, substitution, transformation drills.

5. QUESTIONING

Questioning is probably the most effective, and certainly the most widely used, classroom device for causing the learner to produce the foreign language. It is a very sophisticated device, and can,

with practice, be used not only by the teacher but also by pupils in groups. Questioning is not, or should not be, an occasional, fletting, optional activity to be used in the last five minutes of a lesson if time permits. It is the basis for practice in any "oral-active" method of teaching a foreign language. A variety of questioning techniques in the classroom can be used for the following purposes: patterning, repetition, grading, group work, re-phrasing and pace.

6. ADDITIONAL EXERCISES

We must always remember that teachers can readily supplement the unit with their own materials. Some of the activities can be centred around the unit by using (or having students make up their own) visuals fashioned after cartoons, comic strips, etc. Similarly role-playing and dialogues have an important part to play as additional exercises. Whilst written exercises can centre around printed stimuli, pictures, puzzles, riddles, word-finds, etc., oral exercises can be centred around dialogues and role-playing. Students can combine written and oral work by describing visuals both orally and in writing in as many sentences as they can. Some suggested activities follow (submitted by a "piloting teacher"):

A. 1. Students draw household features or items.

2. In groups of five, they come to the front of the class, introduce themselves (first and last names) and then individually raise and name their visual using "тут". Transition from student to student is through "і".

3. A student seated in class asks a question, e.g. "Де крісло?". The holder of the visual must reply by addressing the person and answering the question.

4. The holder of the visual would then ask the question "Де крісло?" and someone seated must reply.

5. This is done until all five have had the opportunity to

interact. Groups then alternate.

6. Words such as "чи", "це", and "що" can be used.
7. Students must introduce themselves and address each other in Ukrainian and exemplify manners by using terms such as "прошу" and "дякую".

B. This exercise is intended to reinforce vocabulary. It is conducted using the same social mannerisms as exercise A.

1. The class is divided into two groups -- a question group and an answer group.
2. A few minutes is allowed for the groups to prepare questions using "що?" and "де?" (10 questions per group).
3. One group questions, the other answers. Objects must be correctly identified and answers must be appropriate.
4. Points could be awarded for correct mannerisms and answers, the teacher being the scorer.
5. Groups alternate roles.

EVALUATION

No evaluation procedures as such have been prepared for this unit. It might be politic not to deal with formal evaluation procedures at an early stage in order not to make the pupils mark or grade oriented, but rather make them language oriented.

Teachers themselves should identify pupils with problems and deal with them accordingly. Such pupils can be given extra attention or a particular type of question which they can answer. However, they should not merely be asked "easier" questions, as this too can have an adverse effect.

If required, some of the suggested exercises can be used for formal evaluation. Nevertheless, the teacher who is aware will be constantly evaluating, both pupils and him/herself. Even when language games are played, evaluation can be taking place.

Subsequent units would, however, have need of more formal evaluation of all aspects of language.

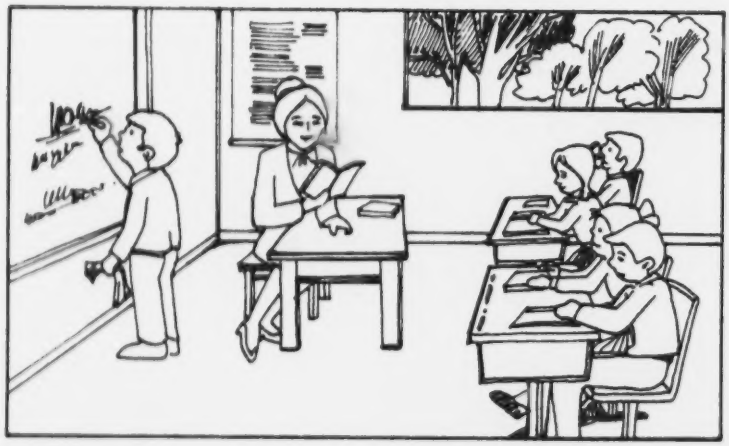
APPENDIX A
SAMPLE EXERCISES

WRITING PRACTICE AND LETTER/SOUND RECOGNITION

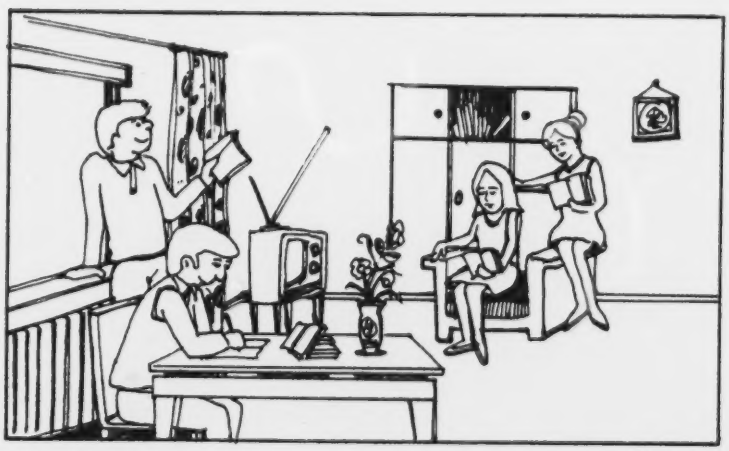
a) Ukrainian English
b) English Ukrainian

A list of words with direct equivalents, e.g. place names. Paper is folded to produce 3 columns: column 1 given, 2 pupil writes, 3 pupil writes to check back.

2	1
Едмонтон	Edmonton
Альберта	Alberta
Лондон	London
Торонто	Toronto
Саскатун	Saskatoon
Ванкувер	Vancouver
Онтаріо	Ontario
Манчестер	Manchester
Мирнам	Myrnam
Слава	Slawa
Йорктон	Yorkton
Голден	Holden
Манітоба	Manitoba
Вегревил	Vegreville і т. д.



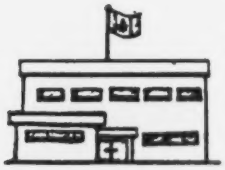
1. Це школа?
2. Тут кляса?
3. Хто тут?
4. Де вікно?
5. Де таблиця?
6. Де зошит? і т. п.



1. Що це?
2. Де вікно?
3. Де стіл?
4. Хто тут?
5. Де студент?
6. Де студентка? і т. п.

SAMPLE EXERCISES ON NEGATIVES (may be oral or written)

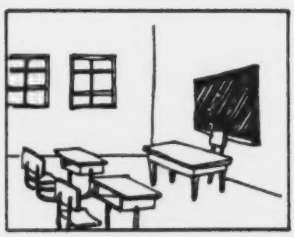
I. Models:



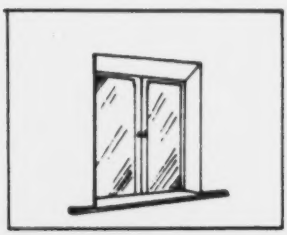
Це школа?
Так, це школа.

Це гараж?
Так, це гараж.

Answer the questions.

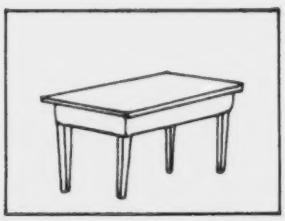


Це кляса?
Response:/Так, це кляса./

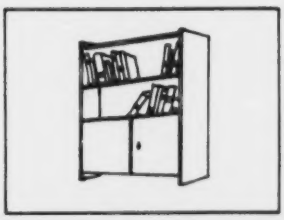


Це вікно?
/Так, це вікно./

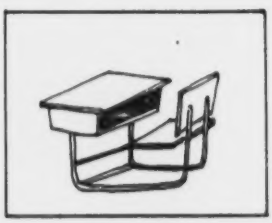
Це портрет?
/Так, це портрет./



Це стіл?
Response:/Так, це стіл./

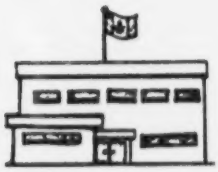


Це шафа?
/Так, це шафа./



Це парта?
/Так, це парта./

II. Models:



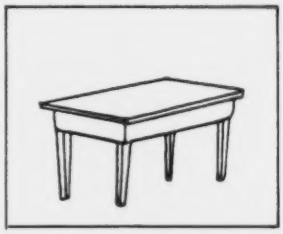
Це церква?

Ні, це не церква, це школа.

Answer the questions.

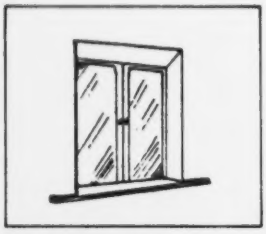
Це ґараж?

Response: /Ні, це церква./
/Ні, це не ґараж, це церква./



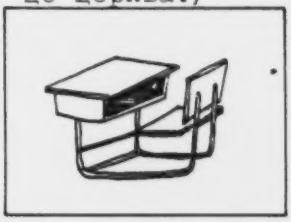
Це парта?

/Ні, це стіл./
/Ні, це не парта, це стіл./



Це таблиця?

/Ні, це вікно./
/Ні, це не таблиця, це вікно./

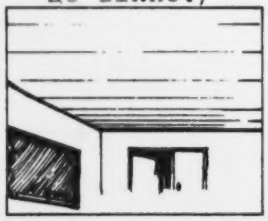


Це стіл?

Response: /Ні, це парта./
/Ні, це не стіл, це парта./

Це картина?

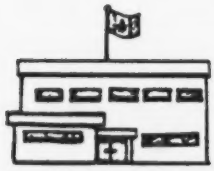
/Ні, це портрет./
/Ні, це не картина, це портрет./



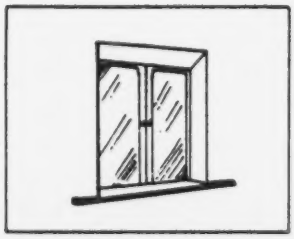
Це підлога?

/Ні, це не підлога./
/Ні, це не підлога, це стеля./

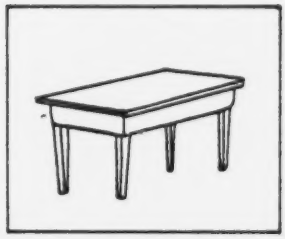
III. Answer the questions using the words given in brackets.



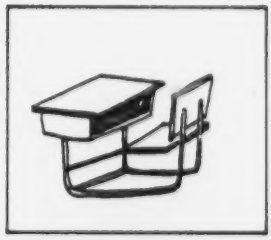
Model: Це ґараж? /школа/
Ні, це не ґараж, це школа.



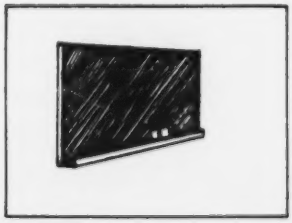
1. Це двері?
/вікно/



2. Це шафа?
/стіл/

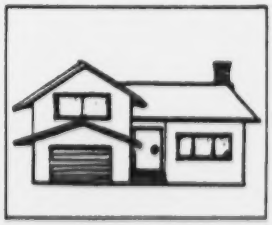


3. Це картина?
/парта/



4. Це стіна?
/таблиця/

5. Це підлога?
/портрет/



6. Це кляса?
/хата/

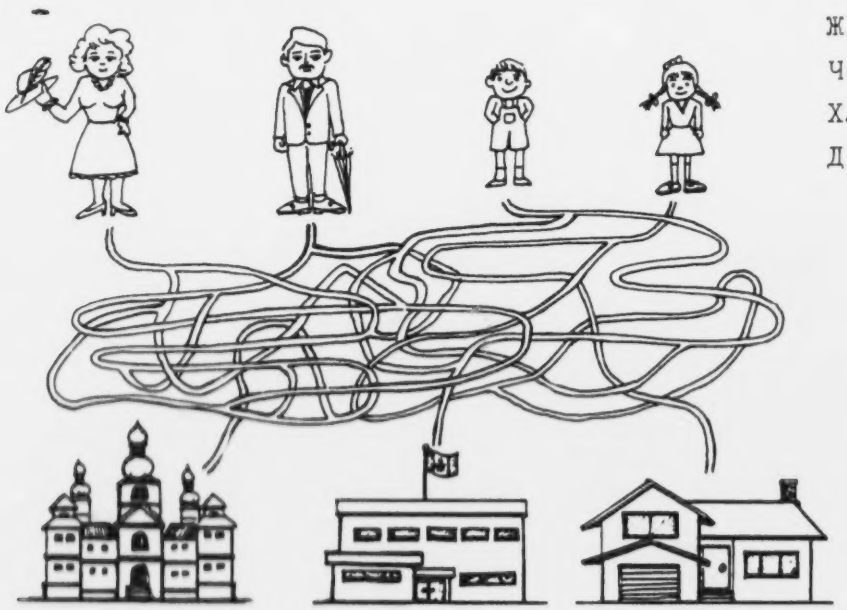
Sample dialogue situations for exploitation, reconstruction, duplication, reproduction, etc.

Де Петро?
Петро в школі.
А Гриць?
Він також у школі.

Де Галя?
Вона в крамниці.
А Марта?
Вона також у крамниці.

SAMPLE PUZZLE

Де вони?



KEY:

Жінка в церкві.
Чоловік у церкві.
Хлопець у школі.
Дівчина у хаті.

BEST COPY AVAILABLE

APPENDIX B
ANSWERS

REINFORCEMENT EXERCISES

I. 1. місто
Це місто.

2. хата
Це хата.

3. школа
Це школа.

4. церква
Це церква.

5. ґараж
Це ґараж.

6. дім
Це дім.

II. місто
хата
школа

церква
ґараж
дім

III. 1. Це
2. Це
3. Це

4. Це
5. Це
6. Це

REINFORCEMENT EXERCISES

I. 1. тут
2. тут
3. тут
4. тут
5. тут
6. тут

II. 1. тут
2. там
3. тут
4. там
5. тут
6. там
7. тут
8. там
9. тут
10. там
11. тут
12. там

III. 1. тут
2. там
3. тут
4. там
5. тут
6. там
7. тут
8. там
9. тут
10. там
11. тут
12. там

REINFORCEMENT EXERCISES

I. 1. B
2. B
3. B
4. B
5. B

II. 1. -i
2. -i
3. -i
4. -i
5. -i

REINFORCEMENT EXERCISES

I. 1. на
2. на
3. на
4. на
5. на

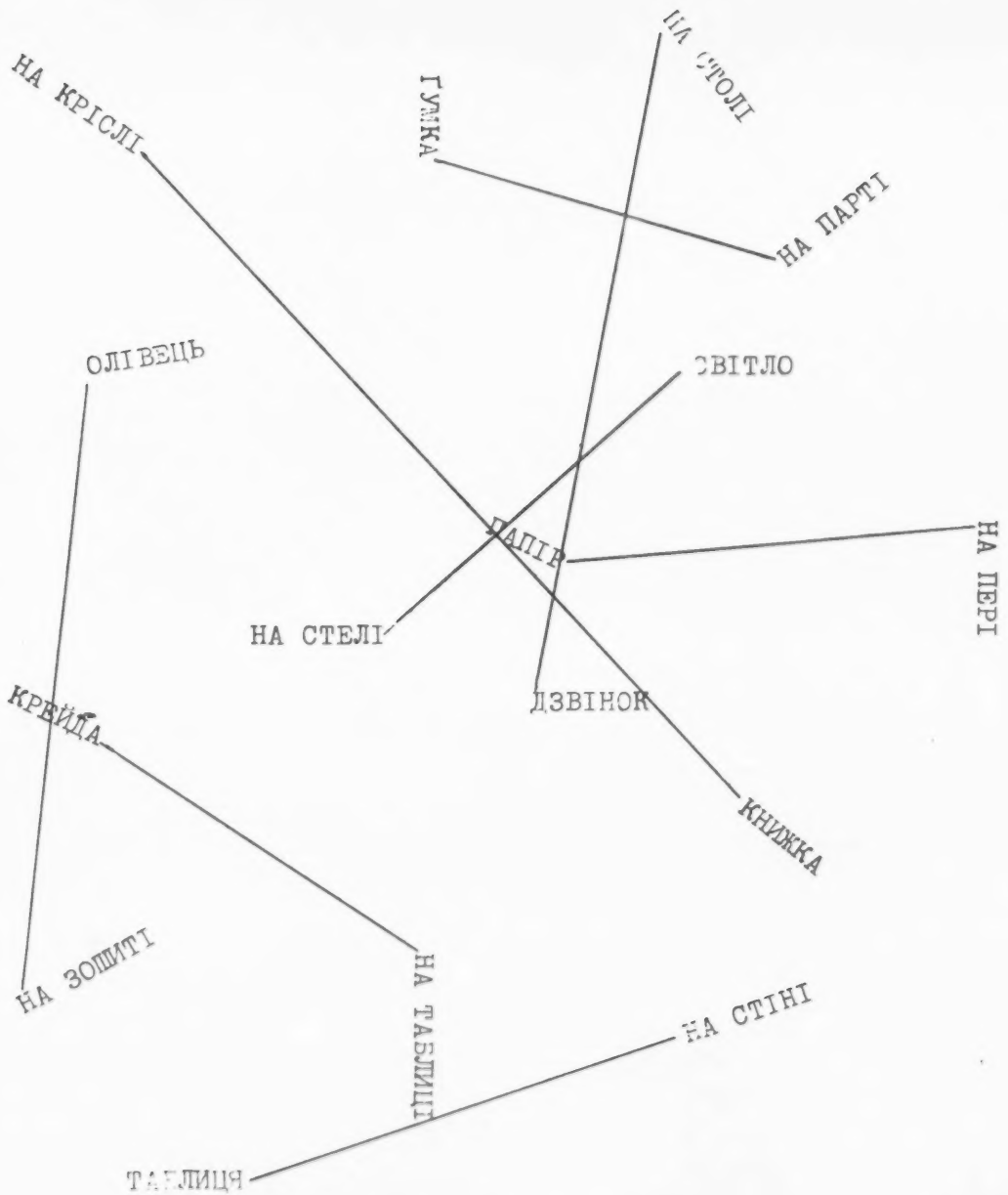
II. 1. -ці
2. -ці
3. -ці
4. -ці
5. -ері

SAMPLE MATCHING EXERCISES

I. олівець на столі — книжка на кріслі
таблиця на стіні — крейда на таблиці
світло на стелі — папір на парі
гумка на зошиті

*Інші відповіді також можливі.

II.



і т. п.

*Інші комбінації також можливі.

REINFORCEMENT EXERCISES

I. 1. люди
2. людина
3. дівчина
4. хлопець
5. чоловік
6. жінка

II. 1. Це шафа.
2. Це зошит.
3. Це хлопець.
4. Це чоловік.
5. Цé крісло.

III. 1. Що це?
2. Хто це?
3. Що це?
4. Хто це?
5. Хто це?
6. Що це?
7. Хто це?
8. Що це?
9. Хто це?
10. Що це?

REINFORCEMENT EXERCISES

I. папір

перо

олівець

стіл

крісло

зошит